LEAD TEACHER ASSESSMENT RUBRIC

Lead Teacher

Exemplars description of Lead Teacher

Overall, the submission is at the identified career stage across the scope of the Standard Descriptors.

Overview Statement

Practice is at Lead across the Domains

Lead Initiative

Documentary evidence

Grounded in Standard Descriptors

Annotations link practice to Standard Descriptors

Evidence at Lead Teacher

Provided for most Standard Descriptors

Referee evidence

Evidence at Lead Teacher

Does not effectively select the candidate to cover the scope of their practice

Referees include the principal, a peer and a mentor

Referee’s relationship to the candidate is stated clearly and succinctly

Referee statements: support the candidate addressed the identified Standard Descriptors, include explicit examples of the candidate’s practice provide explicit and supportive comments about the candidate’s Lead Initiative, are succinct and provide first-hand insight into the candidate’s practice support the documentary evidence and claims of impact made by annotations

External Observation evidence

Identifies Standard Descriptors observed

Specific Behaviours described

Range of practice observed

Evidence of impact on practice

There is evidence of impact of the teacher’s practice on students and colleagues

There is evidence of reflection to improve practice

Overall Quality

Complexity is demonstrated

The three sources of evidence confirm each other

The evidence covers the breadth of the Standard Descriptors with the required quality

Evidence underpinned by research

Meets expectations for accreditation

Classroom Practice:

- Demonstrates consistent and innovative teaching practices over time
- Establishes inclusive learning environments
- Effective learning opportunities result from candidate’s skill, in-depth knowledge and understanding

Leadership practices:

- Initiates and leads activities inside and outside the school
- Seeks to improve their own practice and the practice of colleagues
- Synthesises current research on effective teaching and learning
- Inspires others through descriptions of highly effective learning and teaching
- Leads processes to improve student performance
- Evaluates and modifies programmes, based on assessment data and feedback from parents/carers
- Skilled mentor of colleagues and teacher educators
- Students, promoting creative and innovative thinking
- Focuses on improving educational opportunities for all students

Professional and personal qualities:

- Recognised and respected by colleagues, parents/carers and the community as an exemplary teacher
- Professional, ethical and respected educator
- Represents the school and the profession in the community

Overview statement:

- Effectively addresses all Domains
- Professional Knowledge Practice Professional Engagement
- Describes the practice of a Lead Teacher
- Demonstrates an understanding of the Australian Professional Standards for Teachers
- Reflects the evidence in the submission
- Provides the context for the evidence across the submission

Lead Initiative:

- Initiated and concisely explained
- Implemented over 6 months or more
- Linked to and supported by system initiatives
- Demonstrates candidate’s leadership and impact

Documents address the identified Standard Descriptor/s at the level of Lead Teacher

Each Identified Standard Descriptor is explicitly addressed

The claims made in the annotation are evident in the documents

The number of Standard Descriptors attributed to an individual document is appropriate

Documents are easily read and understood

Templates demonstrate clear evidence of use with intended stakeholders, such as completed samples, analysis and evaluation of responses

Annotations to each document effectively explain:

- Why the evidence was developed
- The candidate’s role in the development of the evidence
- How the document was used, and with whom
- Evidence for the impact of that has been described
- The way in which each identified Standard Descriptor is explicitly addressed

School-based teaching observation: includes standards-based
describes exemplary practice of a Lead Teacher
- Includes two observations and at least one is by the principal/delegate

Candidate selected appropriate Standard Descriptors for the observation

Candidate organised an effective series of observations across the day

Candidate’s practice demonstrated the Standard Descriptors selected

Where Standard Descriptors were not met, or were partially met during the observation, they were met elsewhere in the submission

At least two observations of exemplary teaching practice were observed

If possible, the Lead Initiative is validated during the External Observation

The day included sessions of the candidate’s professional interactions with colleagues and/or parents, such as through meetings

Evidence is based on items such as:

- Evaluation of student assessment results
- Analysis and evaluation of student learning surveys
- Analysis and evaluation of feedback from colleagues and parents/carers

Teaching observations include the candidate’s reflections on their teaching practice

There is clear evidence that the candidate has actively observed the practice of colleagues and provided effective feedback against the Standards

Documents are excessively long, or are repeated,

- Documents show relationship to teacher practice
- Reflects the evidence in the submission, for example:
- Documents are connected to each other to demonstrate the breadth and depth of the candidate’s practice

Candidate demonstrates appropriate ethical practice through the de-identification of documents, removal of photos of students and personal details

Overall, the submission is at the identified career stage across the scope of the Standard Descriptors.

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Referee evidence

Evidence at Lead Teacher

Does not address all three Domains

Provides a general description of practice that is unrelated to the Standards

Does not effectively reflect the evidence in the submission

Describes practice at Highly Accomplished or Proficient Teacher level

Does not provide an Overview Statement

Lead Initiative does not meet requirements, or is not included

Referees poorly selected, such as at least principal

- Not all included

- Mentions not included

Referee statements do not contribute to the quality of the submission, for instance they:

- do not validate Lead Initiative

- are not strongly supported

- do not explicitly address the identified Standard Descriptors

School-based teaching observations are absent or do not reflect exemplary teaching practice

Over-reliance on email communication as evidence of practice

Candidate selects Standard Descriptors poorly,

- too many for the observer to effectively observe on the day

- too few to support the submission

- selected Standard Descriptors

- are not observable

- selected Standard Descriptors

- are not demonstrated during the observation

Supplementary evidence of these Standard Descriptors is not provided

The day is poorly planned, such as:

- does not include at least two sessions of teaching

- does not include any other practice other than teaching

Evidence of impact on student learning is not clear

Evidence of impact on the professional learning of colleagues is not clear

Evidence that the candidate feedback provided to colleagues is absent or the feedback inappropriate

Reflections are not supported by research (this may include practitioner research)

Evidence is significantly unbalanced, with over-reliance on one source of evidence

Significant unsterminated claims are evident

There is a lack of clarity about how the candidate’s practice is connected across the sources of evidence

There is insufficient evidence for one or more Standard Descriptors across the submission

There is a lack of evidence that the candidate is influential across their sphere of influence (context)

NESA Lead Teacher Assessment Rubric